

Name of school: Ysgol Foel Gron

Religious Education

Key Question 1: How good are outcomes in Religious Education?

- Self-evaluation is based on lesson observations, evaluations of pupils work and interviews with pupils.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education) and contain an evaluation of teachers assessments and/or examination results.

References : ESTYN Inspection Framework Section 1 and the Locally Agreed Syllabus

Standards in Religious Education – progress in learning

- The pupils develop a sound knowledge and understanding of Christian beliefs and practices and the main principles of other religions through our termly plans and weekly lessons that comply with Syllabus and Skills Framework requirements. Resources and presentation methods approved by the RE adviser to enable effective presentation of the subject, are used.
- Thinking, communication and ITC skills are used when working on various aspects of the subject and there is effective and regular use of Assessment For Learning to enrich the provision.
- Examples of RE work done by KS2 pupils at Ysgol Foel Gron have been used as examples of good practice by the RE adviser, following the KS2 teacher’s attendance on a HADA course.
- Visits by individuals who specialize are used to strengthen presentations and grasp of various fields in the subject e.g. of Christian Aid, Fair Trade. We also undertake educational visits that enrich class work e.g. see houses of worship, to Bardsey Island etc, and consequently, pupils relate more firmly to the subject.
- Pupils develop throughout the school to present personal and mature responses to personal, religious and moral questions, and empathise with others.
- RE is presented through Biblical or Moral stories at the Foundation Phase and resources such as puppets are used to ensure that the work is brought alive and relevant. The pupils respond very well to this and regularly develop to discuss, express an opinion and repeat stories and experiences in written forms or verbal activities.
- At Key Stage 2, a ‘Fundamental Question’ is presented as a spur to commence the work and the pupils have opportunities to participate in planning term work. Opportunities are provided during lessons to follow investigation trails through research, information gathering, preparing and analysing questionnaires, explore visual evidence and artefacts, go on visits, discuss with former-pupils and visitors etc. By the end of the work unit, they have gathered information of relevance to provide a personal response to the ‘Fundamental Question’. Time is allocated at the end of term to discuss the ‘Fundamental Question’ and a vast majority of the pupils can do so confidently, effectively and sensitively.
- The pupils work and discussions with them indicate that pupils, from a very young age, are aware of rules and that these vary from one religion to another. The majority of the pupils can naturally and broadly discuss, giving consideration to and respecting others views and the differences that exist within the community as well as express their own opinions. Some older pupils can explain the impact on their lives.
- A range of appropriate religious vocabulary is presented during the re lessons and the pupils easily adopt them as part of their natural vocabulary to discuss various texts. They also become more aware of religious symbols and grasp their significance.

Matters for attention

- Enhance the collaboration with Ysgol Llanystumdwy and provide an opportunity for foundation phase teachers at both schools to converse and discuss with the RE adviser as both teachers recently started in their posts last year.
- Collaborate with a neighbouring school to observe lessons
- Continue to develop the pupils knowledge, awareness and understanding of religions and religious practices

Excellent		Good	*	Satisfactory		Unsatisfactory
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Key Question 2: How good is provision in RE?

- Self-evaluation should consider the following indicators: time allocated to the subject, teachers knowledge of the subject, specialization and professional development , suitability of the programme of study and range of learning resources used.
- An evaluation of lesson observations and pupils work enables headteachers and heads of department to form a judgement on quality of teaching in RE lessons at the school, and the extent to which pupils are encouraged to attain high standards.
- Primary schools should refer to the provision ‘People, Beliefs and Questions’ for Foundation Phase pupils as well as RE at KS2.
- Secondary schools should refer to KS3, KS4 and KS5 (Religious Studies and Religious Education).

References : ESTYN Inspection Framework 2.1 and 2.2 and the Locally Agreed Syllabus

Teaching: planning and range of strategies

- All pupils (R - year- Yr6) receive weekly RE lessons in compliance with statutory requirements.
- Both key stages contain planning to ensure that all Syllabus requirements receive due attention and that the pupils have access to the entire curriculum, adapted for age-group and ability, but it will be adapted to ensure compatibility with current events at the school, the community or the locality to enable the pupils to have an opportunity to reflect upon and respond to their surroundings and that the subject becomes alive and relevant, in accordance with Foundation Phase planning method.
- The teachers are well aware of the subject’s requirements and we attend training and closely collaborate with the RE adviser, following their specialized guidance. A KS2 teacher recently attended religious education and has cascaded the relevant information at staff meetings, creating relevant handouts for staff to follow. This provides a structure and progression to whole school lessons and we present standards of a high standard.
- Various methods are used to present the subject, including opportunities for the pupils to research, gather information, share ideas and discuss, use Thinking Skill method, developing literacy and IT skills at the same time. Term work is presented as a fundamental question and by the end of the unit of work, an opportunity is provided to try and answer the question.
- Pupils can use and explore a range of religious evidence and sources such as stories, place of worship, artefacts, websites and most at KS2 can plan and think about good questions to ask so as to enhance their learning.
- The pupils have sufficient opportunities to discuss and respond to questions related to everyday life and the pupils are ready to comment and give an opinion and sensitively respond to one another.
- We have nurtured a close relationship with a neighbouring Church School to share good practices when planning and presenting RE at our schools. We also visit each other’s schools and jointly hold activities e.g. KS2 pupils at both schools jointly visited Coleg y Bala to attend an Easter workshop and the Foundation phase pupils of both schools came together for ‘Godly Play’ by a Vicar who specializes in it. This enables us to enhance our RE experiences presented at both schools.

Areas to Develop

- Continue to enhance our links with Ysgol Llanystumdwy
- Continue to develop the pupils discussion, listening and expressing opinions skills in RE lessons.
- Organize visits to other religions places of worship.

Excellent

Good

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Satisfactory

Unsatisfactory

Collective Worship

Key Question 2: How good is provision for collective worship?

Does collective worship comply with statutory requirements?	Yes	No
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References: ESTYN Inspection Framework Section 2.3.1, 'Supplementary Guidance on inspection of Collective Worship at non-denominational schools' (ESTYN, September 2010) , 'Religious Education and Collective Worship' (Welsh Office Circular 10/94)

Good aspects regarding quality of Collective Worship

- Our current Policy on Collective Worship is followed and has been commended in our Church inspection. The policy is explained in our Handbook for Parents, in our Staff Handbook and on our school web-site. This ensures consistency as all the school's stakeholders are aware of it and follow it.
- Collective worship features prominently at the school and whole school collective worship is included daily in our weekly time-table and responsibility for holding it is shared amongst the teachers. This enables the pupils to regard worship as a natural aspect of their everyday lives.
- There is a focus on Biblical, multi-cultural and contemporary matters in the worship and this provides an opportunity for the pupils to learn and respond to various aspects of the field.
- A special atmosphere and ethos is maintained during services, and the older pupils are responsible for securing that through playing appropriate music when entering and leaving the hall, extending the relevant resources and face a relevant stained glass window and window sill containing a cross, candle and other religious symbols. This transforms the hall to become a place of worship during these periods.
- There is a close and positive relationship between the pupils and staff and the Local Rector. He visits the school to hold a monthly service and we visit Llangian Church to hold Sunday evening services when a special service such as Thanksgiving or Matins is held. This enables a close bond to be forged between us and the Church.
- We welcome individuals from religious organizations to the school to hold services such as Nia from Coleg y Bala, Rachael from Trobwynt and others. Consequently, the pupils experience diversity within their worship and observe Christian messages being presented in various ways. The pupils respond well to these visits.
- The pupils make good contributions in our collective worship and understand why we worship. They are attentive listeners, respond appropriately, participate and show respect and enjoyment during the worship. There are periods for meditation during every service of worship and when 'sending the candle' in remembrance of somebody/certain individuals at the end of the service.
- Staff carefully plan daily worship at the start of every term, taking the Church calendar and contemporary events into consideration, it is then monitored by staff so as to ensure that sufficient emphasis is placed on Christian and moral values.

Areas to develop as regards quality of Collective Worship

- Provide more opportunities for pupils to plan their own services on particular themes.

Excellent		Good	*	Satisfactory		Unsatisfactory
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Signature: MHOwen (Headteacher)

Date: October 19, 2012

The Church Inspection Report held in June 2012 is appended as additional evidence.

